

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
**A Non-Public School - 13PV191**

	<b>Charter</b>	<b>Title 1</b>	<b>Magnet</b>	<b>Choice</b>
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Mrs. Mary Irish

Official School Name: Our Redeemer Lutheran School

School Mailing Address: 10025 W. North Avenue  
Wauwatosa, WI 53226-2501

County: Milwaukee State School Code Number\*:

Telephone: (414) 258-4558 E-mail: mary.irish@orlctosa.org

Fax: (414) 258-5775 Web site/URL: www.orlctosa.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Mr. Mark L'Heureux Superintendent e-mail: lheureux@swd.lcms.org

District Name: South Wisconsin - LCMS District Phone: (414) 464-8100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Pastor Mark Mueller

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **PART I - ELIGIBILITY CERTIFICATION**

---

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

---

All data are the most recent year available.

### DISTRICT

Questions 1 and 2 are for Public Schools only.

>

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area

4. Number of years the principal has been in her/his position at this school: 10

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	22	14	36
K	13	13	26
1	17	16	33
2	13	14	27
3	16	14	30
4	14	14	28
5	14	22	36
6	11	18	29
7	20	16	36
8	19	10	29
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			310

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
2 % Asian  
13 % Black or African American  
3 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
77 % White  
5 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 0%  
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	0
(4)	Total number of students in the school as of October 1, 2011	310
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

8. Percent of English Language Learners in the school: 0%  
Total number of ELL students in the school: 0  
Number of non-English languages represented: 0  
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 9%

Total number of students who qualify: 28

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 7%

Total number of students served: 21

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>1</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>16</u>	<u>5</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>3</u>	<u>9</u>
Paraprofessionals	<u>0</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>8</u>
Total number	<u>23</u>	<u>24</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

15:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: \_\_\_\_\_

Enrolled in a 4-year college or university \_\_\_\_\_%

Enrolled in a community college \_\_\_\_\_%

Enrolled in vocational training \_\_\_\_\_%

Found employment \_\_\_\_\_%

Military service \_\_\_\_\_%

Other \_\_\_\_\_%

**Total** \_\_\_\_\_**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

## PART III - SUMMARY

---

In today's educational marketplace parents enjoy countless choices. Our Redeemer Lutheran School Wauwatosa, WI, has taken the challenge to distinguish itself seriously over its eighty-two year history. Since 1931, when Our Redeemer Lutheran School (ORLS) was established as the educational ministry of the church, the congregation has prized it as their primary outreach and mission to the community. Their sincere desire has always been to honor Our Redeemer's history, apply intentionality to the present, and plan toward the future which their students will experience.

Known as "the city of homes," Wauwatosa's population is 46,000+. Located four miles west of downtown Milwaukee, the ORLS campus is conveniently accessible to freeway, public transportation and all parts of Metro Milwaukee. Numerous businesses, the Milwaukee Medical Complex & Research Park, and Children's Hospital of WI, are all within two and one-half miles. Wauwatosa boasts a strong educational system of eleven public elementary and middle schools, and seventeen private and charter elementary/middle schools. Of Wauwatosa schools rated on [www.greatschools.com](http://www.greatschools.com), 90% received 4-5 stars from constituents. Educational quality and expanded programming is 'king' in this competitive environment!

Our Redeemer families reside in sixteen different communities (thirty-two zip codes) and travel great distances to attend. The number of tuition students has doubled over four years with 28.7% of ORLS students now coming from non-member families. Statistics on ethnicity and family structure have similarly shifted. Yes, educational choices abound in this Metro area. These choices also include schools which have chosen to participate in the Milwaukee Parental Choice Program. Our families may also choose to have their children move on to three academically and spiritually strong Lutheran high schools which come at great cost to many of them. Several dozen schools are run by other major church bodies. Charter schools are growing in number in the Milwaukee area. In spite of these numerous opportunities, 195 families CHOOSE Our Redeemer Lutheran School in Wauwatosa!

Our mission statement reads, *"Our Redeemer Lutheran School exists to provide Christ-centered quality education by bringing Jesus Christ into the lives of our students and their families thereby equipping them for service to the world as they share the Good News."* Herein lays the ORLS difference as we welcome the FAMILY and provide QUALITY in a safe, Christian education, holding to our tradition. Over the years, two physical moves were needed to accommodate a growing school population. In 1988, a \$1.1 million addition doubled the size of our educational space and now provides for two classes at every grade level. Since 1982, Our Redeemer's professional teaching staff has also grown to accommodate students' needs. Presently, ORLC/ORLS supports nineteen full-time and five part-time classroom teachers, nine specialists, and a support staff numbering eleven. This congregation is 'all in' when it comes to their allegiance and support for our 310 students.

In 1995, ORLS was accredited by the National Lutheran School Commission (NLSA.) Our "Strive to Excel" Program, begun in 1998, methodically changed the face of our programming. Full-time teachers were added in Spanish and physical education, and significant educational improvements in reading, science, art and Early Childhood were also incorporated. ORLS has been re-accredited by NLSA in 2002 and 2009. In 2010, Our Redeemer was recognized nationally as one of five Lutheran Church-Missouri Synod Exemplary Schools by NLSA.

Strong parental support is a cornerstone of Our Redeemer. One of the most enjoyable duties of the Principal is to meet prospective school families. It is our pledge to each family at that initial meeting that "ORLS operates as a family, not a factory!" Here their entire family will be cared for, prayed for, and supported throughout their child's educational experience. Special events (Grandparents' Day, the Annual School Picnic, "Back-to-School" Parent Night, Open Houses, family dinner and devotion nights, a

Volunteer Participation program, Parent-teacher conferences and Student-led conferences, Annual Dinner Auction, PTL educational and social nights, Science Fair ‘tutorial’ meetings and a 16-team Annual ORLS Basketball Tournament) immerse students and their families into the school’s culture and they increasingly become a part of our ‘family.’

Yes, the Milwaukee area offers many choices. At ORLS, we believe that strong market competition has made us better. Whether building relationships with families, expanding programming, delivering professional development, stressing college and career readiness, or excelling in data scores, Our Redeemer Lutheran School offers changeless quality, in a changing environment. One of the Best Practices noted by the National Lutheran School Assessment Team in 2010 was Our Redeemer’s intentional pursuit of excellence through on-going, persistent improvements implemented in a strategic manner. This form of intentionality consistently asks, **“Are we better today than we were a year ago ... a month ago ... yesterday?”** We believe that the answer to that important question is “Indeed!” Our Redeemer Lutheran School, Wauwatosa, WI, is a National Blue Ribbon candidate!



## PART IV - INDICATORS OF ACADEMIC SUCCESS

---

### 1. Assessment Results:

**A.** Our Redeemer Lutheran School believes in assessing all students at regular intervals of instruction as well as annually for a holistic view of their achievement, and the necessity of using those assessments to drive instruction. Since 2001, ORLS has used the Iowa Test of Basic Skills (ITBS) and the companion Cognitive Abilities Test (CoGAT) as an assessment of student achievement levels. These tests are given in grades 2, 4, 6, and 8 in the late fall allowing ORLS to compare our students' scores with those of other schools nationwide. By comparing CoGAT scores with the ITBS results for each student, and at each grade level, instructors are able to assess predicted and actual achievement data, and discern where any gaps exist. ORLS believes that the standardized test scores based on national norms give us the most accurate comparison to similar schools.

ORLS is a school that believes in continual improvement in every aspect of the school, and, therefore, does not define a certain percentage as “proficient.” Instead, ORLS looks for ways to assist each student to achieve to their individual potential, and standardized testing is one of the tools used to pursue this goal. However, ORLS does strive to score in the top ten percent nationally on standardized tests.

The most recent year, 2011-12, reflects the success of this approach as reading scores for students in grades 4-8 placed us in the top 10% in the nation. Math scores were slightly higher, with an average score of 94% when compared to other schools across the nation.

**B.** The word “consistency” defines the testing data accumulated over the past several years at ORLS. While each class displays its own unique strengths and weaknesses, students at ORLS consistently surpass the “cut scores” which define National Blue Ribbon Schools. On average, 4<sup>th</sup> - 8<sup>th</sup> grade students exceed Blue Ribbon Standards by 6.6 percentage points in reading, and by just over 6% in math. This places Our Redeemer in the top 10% of all schools in the nation **in its lowest** test category.

ORLS is blessed with a unique partnership with Lutheran Special School and Educational Services (LSSES), which provides an on-site Special Education teacher and Resource Room. As such, we are able to serve the needs of students who have special needs and might not be afforded the opportunity for a Christian education. As noted in the tables, ORLS provides accommodations for those students who have active Individual Educational Plans (IEP) and includes them in testing under modified testing conditions.

The 8<sup>th</sup> grade 2010 graduating class had an especially large percentage of students who were identified as having special learning needs, reflected in somewhat lower average scores, as is also reflected in their 6<sup>th</sup> grade 2007-2008 scores. In fact, 2007-2008 test scores across the grades were slightly lower than they are in subsequent years. This was due to increased student transfers from other schools in peril, which had an impact on those results. This dynamic encouraged administration to aggressively pursue added programming and assistance available to students by expanding the role that the LSSES teacher plays at ORLS and seeking additional services through the Wauwatosa Public School system available through Title I funding.

This strategy bore immediate results. For example, the class of 2012 scored 70% in math in 2007, 76% in 2009, and 78% in 2011. Math seems to be a particular area of growth, as math scores consistently improve 6-8% between 4<sup>th</sup> and 8<sup>th</sup> grades.

Standardized test scores are extremely important at ORLS, but are just one tool used to assess student growth. Assessments are made early and often in the student’s school career at ORLS, and, taken together, a complete profile of each individual student emerges which is used to direct instruction for each unique class, and for each unique student. *DIBELS* testing in 5 year-old Kindergarten (3X/year),

documents each student's growth in phonemic awareness, fluency, comprehension, and vocabulary. Chapter/unit tests (gr. 1-8) in every subject area document students' progress, or lack thereof, so teachers can make adjustments to their instruction, building the framework for students' success 'brick-by-brick.' Curriculum maps are revised frequently to address changes in the instructional plan to optimize success in the future. Speech and language services assist students with issues of articulation and other speech-related challenges. Our Title I teacher uses the *QRI-5* to uncover reading gaps.

Students are also encouraged to assess themselves! Beginning on day one, students are encouraged to build a "portfolio" of their work during the school year. As the time for parent/teacher conferences approaches, teachers guide them to assess their work, using a variety of writing prompts, looking especially for personal strengths and potential areas of growth. Students and teachers work together to set goals, and students from 2<sup>nd</sup> grade through 8<sup>th</sup> grade then lead the conference with their parents. While an informal method of assessment, we believe that, taken together with more traditional assessments, this "Student Led Conference" encourages students to be actively engaged in the process of their education, and has contributed to achievement gains as exhibited in the standardized testing data.

## **2. Using Assessment Results:**

Student achievement is measured at ORLS using the *Iowa Test of Basic Skills* testing instrument, at the second, fourth, sixth and eighth grade levels. In 2004, testing was moved from spring testing (May) to fall testing (November), so students' scores could be used to drive instruction for the remainder of the year.

Prior to this time, scores were often received after the school year was over and were given far less scrutiny. Students were on 'vacation,' parents were less intense in breaking down results to analyze strengths and weaknesses, and teachers under whom the testing was conducted now had promoted their charges to the next grade level. Upon return to school, teachers wanted to allow their new class to begin the year without preconceived assumptions about past success or failure. Thus, testing and scoring lay dormant until the first big problem with a student was encountered, at which time teachers referred to the previous year's testing results.

Beginning in 2007, the dynamic of testing and rationale for the optimum use of the results was revised and 'DATA DAY' was born. It is optimal that ORLS has two teachers at each grade level as discussion and brainstorming allows them to plot the course of that student group with enhanced student achievement in mind. Optimizing release time granted when 'subs' are hired, these grade level teachers meet to fully analyze findings of the research-based testing results. *Data Day* is scheduled immediately following Christmas break so that results and sharing of strategies for their students' success coincide with semester report cards released to parents. If the need arises, subsequent conferences can be set with parents regarding concerns, and further academic and/or behavioral testing is conducted by the Lutheran Special School (LSSS) Teacher Consultant. Through discussion of these findings, our LSSS teacher makes recommendations for classroom adaptations, or intervention in the student's program of instruction in a given area when the classroom teacher cannot address them to the extent of demonstrated need.

Teachers also plan future lessons for all students with the intent of capitalizing on the strengths and addressing the weaknesses the class exhibits through testing. Monthly grade level department meetings serve as 'touch-points' in which the exchange of ideas to continually address these findings takes place. Individually, a student's own strengths and weaknesses are also analyzed and teaching methods are adapted to reach those students. This is especially significant at the Middle School level, where instruction is departmentalized.

The partnership that ORLS enjoys with the Lutheran High School Association of Greater Milwaukee (LHSAGM) also provides an opportunity for verification that the steps taken to improve education at ORLS continue to benefit our students. Students who wish to attend an association school must take a placement test prior to admission. The LHSAGM then shares those results with administrators at ORLS

as an aid to counsel students in high school class choice. These results are also used by administration as a means to identify strengths and potential areas of growth in the preparation of students for high school.

These efforts have borne fruit as ORLS students have accounted for two Salutatorians and four Valedictorians graduating from our Lutheran High Schools in the past four years. In 2012, over one-third of all the students inducted into the National Honor Society at Milwaukee Lutheran High School were graduates of ORLS.

ORLS believes that it is important to recognize and encourage high achievement and continued growth. Therefore, ORLS makes every effort to recognize high achievers. This is done through publicizing school-wide testing results through a variety of media, including the local section of the Milwaukee newspaper, the ORLS website, and the *News & Notes* newsletters. Additionally, Honor Roll and Merit Roll students are recognized in the aforementioned publications as well as through Milwaukee area programs such as the Milwaukee Bucks “3-Point Club” and the Milwaukee Brewers “Student Achiever” awards, both of which include free tickets to a professional sports contest and recognition at the games. Two students are recognized each year by the Wauwatosa Rotary club at a special “Scholar’s Lunch,” and a Valedictorian and Salutatorian are recognized at 8<sup>th</sup> Grade Graduation.

Communication is not limited to celebrating achievement, however. Teachers regularly communicate progress through mid-quarter reports, report cards, and frequent updates to parents via email and telephone for those students who are not achieving to their potential. Teachers operate by the “24/7 – 48/14” paradigm in which teachers contact parents within 24 hours of any issue, work together to come up with a workable solution within 48 hours, formalize that solution within a week, and follow up with the parents within 2 weeks. These methods help ORLS achieve its goal of working in partnership with families to “raise up a child in the way he should go.”

### **3. Sharing Lessons Learned:**

Teachers and administrators at Our Redeemer Lutheran School firmly believe that we are blessed to be a blessing. With this belief in mind, we share leadership in areas of educational practices and excellence on local, state, national, and international levels. ORLS has been a destination 'site' for school faculties and other educators. Teacher leaders have accepted presentation opportunities in a number of venues. These are most easily shared and explained in the listing that follows.

- Our principal serves nationally as a mentor, presenter, and Management Planning Team member for the Lutheran Church- Missouri Synod (LCMS) School Leadership Development Project, a program identifying and training future principals. She also presents at the District In-service for Beginning Teachers in Milwaukee each year.
- Seven teachers/principals made presentations at state conferences, other area schools, and administrator's meetings on these topics and more: Implementing *The Daily Five* in Your Classroom, Wikis to Extend the Classroom, Student-led Conferencing, the Flattening Classrooms Project, 2 + 2 Mentoring, Strategies and Interventions to Address Social-Emotional Needs of Students, and Early Childhood Curriculum.
- Five teachers served on the Wisconsin Lutheran Teachers' Conference Planning Committee over the past 5 years. The Principal was also Treasurer of the 2000 Lutheran State Conference.
- Six Midwestern Lutheran District Education Executives toured ORLS last spring in conjunction with their annual Conference and chose topics which four of our teachers presented regarding unique programming at ORLS.

- Two teachers/Principals presented a national webinar for Lutheran Principals on ORLS' Best Practices identified during the National Lutheran School Accreditation Exemplary School Award process in 2010.
- Both Principals engage senior education students from Concordia University, Wisconsin, twice a year in day in-services addressing topics such as Bullying, Death in the Classroom, Interviewing, and *Love & Logic*.
- Our Principal served on the LCMS *Leadership with Purpose* writing team. She presented three-day in-services to Lutheran District Administrators' Conferences in Illinois, California, Florida, and Wisconsin.
- Our Redeemer's Best Practices have been shared with the Wauwatosa Rotary Noon Club by our Principal.
- Our Principal serves on the Management Team for Concordia Lutheran School in Palmar Arriba, Dominican Republic. She has made two trips (2011/2012) to in-service their teachers and Principal in educational best practices as they can be applied in their present setting. SKYPE sessions are ongoing to support their efforts in the improvement process.

#### **4. Engaging Families and Communities:**

One of the many reasons that Our Redeemer is viewed as a premier school in the Milwaukee area is its strong connections with its families and community.

The partnership with parents is promoted in many ways at ORLS. No longer do students remain at home while parents and teachers attend conferences attempting to solve problems students face or recite successes they have achieved. Rather, Student-led Conferences in November employ the three-legged stool approach, allowing the real main players —*the students*—to meet with their parent(s) and teacher to engage in discussion regarding student achievement, accomplishments, and where the student should focus for continued growth. Students prepare a portfolio and agenda and lead the conference in grades 2-8. Through this involvement, students demonstrate their developing communication, organization, and goal-setting skills. Parents are proud of their child's participation and recognize more authentic and long-lasting results due to the rapport built between all parties involved.

Parent and student volunteers also 'lead' as they log over 9,000 hours through our Volunteer Participation Program. They provide their services to assure ORLS additional resources. Support is provided by Parent League officers, fundraisers, classroom co-ops, library and hot lunch assistants, tutors, parking lot patrol, office and Health Room volunteers, and countless extended family members. Teachers are assisted in nurturing student achievement and meeting the challenges of 21<sup>st</sup> Century learners. Hence, the time-consuming, everyday housekeeping tasks that consume a teacher's time are taken off of their shoulders allowing teachers increased one-on-one time with students.

ORLS enjoys a positive reputation and reciprocal friendship with the community. Wauwatosa Chief of Police, Mr. Barry Weber wrote, "*Our Redeemer administers to children and families in a Christian environment, lending them structure and guidance. In addition to its high academic environment, the school focuses on service and outreach and is an excellent presence in the Wauwatosa community.*"

ORLS students have an impact in the community and participate in various service projects to benefit others in the surrounding area. Their community-oriented service record includes Feed My Starving Children; Salvation Army Food Drive; collection and assembly for Phil's Friends – a Christian cancer support group; caroling, band trips and Christmas cards for area nursing homes; a Book Drive for Mt. Calvary School; the Penny War to benefit The Leukemia Lymphoma Society; volunteering at the Milwaukee Rescue Mission; and Project Prayer Flag packets sent to active duty U.S. soldiers.

## PART V - CURRICULUM AND INSTRUCTION

---

### 1. Curriculum:

Subjects at ORLS are taught from a Christian worldview. Students will face challenges and compete for careers presently unimagined. Our goal is to equip students with a repertoire of extensive knowledge, problem-solving and higher-level thinking skills and collaborative experiences. We educate the whole child intellectually, emotionally, spiritually, socially and physically. Teachers assist children to discover *'HOW they are smart.'*

Curriculum mapping organizes, quantifies and aligns instruction with Common Core and Wisconsin State Standards. Through a six-year curriculum review cycle, teachers revisit and refine the philosophy and broad goals for each subject. At department and team meetings, teachers move from the wide-angle view to 'zoom lenses' to assure inclusion of all necessary skills.

Charlotte Danielson's practices outlined in *Enhancing Professional Practice* assist our teachers in planning instruction. *Educator's Virtual Mentor*, a web-based video and aligned research site, features real teachers using instructional techniques worthy of replication. ORLS cohort groups view these clips, discussing the accompanying research and applying what they learn to instructional practices.

**Reading** (gr. 4K- 3) uses the research-based *Houghton-Mifflin* basal, a variety of big books, leveled readers and library resources. Word walls and journaling augment *Daily Five* practices. In grades 4-8, genres are taught through a compilation of trade books, short stories, literature groups and projects. *McGraw-Hill* (gr. 1-5) and *Prentice-Hall* (gr. 6-8) **English** and *Sitton Spelling* are companions to **writing** skills emphasized by *Six Trait Writing*. Additional literature-rich experiences and assessment are provided by *Accelerated Reader*.

**Math** is leveled by student ability, (gr. 3-8.) *Saxon Math* anchors instruction in grades 4K-6. In Middle School, (*McDougal-Littell*) daily classes occur in Algebra, Pre-Algebra, Math 7 and Remedial Math. *Hands-on Algebra* classes offer enrichment in grades 3-5.

**Physical education** teaches personal fitness and individual/team sport skills. Pedometers are used (gr. 5-8) to encourage movement, employ technology, and provide assessment. The PE Teacher, teaming with our School Counselor, teaches **Health** and **Nutrition** (*Total Health/ASCI*) lessons correlating with the school's Wellness Policy.

**Science** in *McGraw-Hill* (gr. 1-5) and *Pearson*, (gr. 6-8) stresses life, earth, and physical sciences. Use of the Scientific Method, inquiry learning, and student presentations spur achievement. Promethean presentations and technology provide supplemental research. Science experimentation culminates in a Science Fair. After-school *Mad Science* classes offer explorations. Creationism versus evolution theories are also explained in light of our religious beliefs.

**Social Studies** in *Pearson* (gr. 1-5) and *Glencoe* (gr. 6-8) anchor students in *Five Themes of Geography* and the study of our globe. Students 'travel the world' through technological presentations, virtual mission trips, Skype experiences, and project requirements.

**Technology** instruction in our 25-unit computer lab centers on *Tech Knowledge SRA* in 5K-grade 5. In-depth Microsoft and multimedia applications are taught in grades 6-8. Promethean boards provide interactive instruction at every level. The wireless campus now allows a pilot program for 'bring your own device' in grade 8. Students use Accelerated Reader and do research on classroom computers.

**Spanish** (gr. 5K-8) fulfills the compliance with the National Blue Ribbon standard in foreign language. Songs, poetry, and lessons in Early Childhood introduce Spanish. In middle/upper grades, conversational and written Spanish is incorporated. Eighth graders may earn advance credit upon entering high school. Cultural field trips, meals, and Spanish celebrations add enjoyment to learning.

**Music, Art, and Visual/Performing Arts** are interwoven. Music classes and individual lessons are delivered in Choir, band, and handbells. Christmas pageants, Spring Musical and Concerts are showcase events. *Arts Attack*, (gr. 5K-6), blends art elements and famous artist studies. Grades 7/ 8 explores added art mediums and art history. *First Stage Theater* teaches (gr. 3-5) each semester and their after-school offering is in addition to Forensics, *Promising Picassos*, “Art to Wear,” and *Checkmates*.

## **2. Reading/English:**

The ORLS literacy program employs research-based Best Practices, utilizing strengths and resources of committed teachers.

Early Childhood students are immersed in the *Daily Five* literacy framework. Young learners build daily reading, writing, and independent work habits. Kindergarten *DIBELS* testing 3 times/year provides data on progress in phonemic awareness, decoding, vocabulary and word recognition. Teachers observe students and fine-tune daily mini-lessons, one-on-one reading, writing conferencing, and small group instruction. Students are immersed 100 minutes daily in developing reading stamina, comprehension, accuracy, fluency and vocabulary. *Houghton-Mifflin* assessments provide benchmark scores. Promethean board use in language arts and *Daily Five* instruction have drawn teachers to ORLS to view this research-based, balanced literacy instruction.

Our Title I Reading Specialist provides reading intervention for students (gr. 5K-3) who qualify on *QRI-5 Assessments*. She observes students and suggests strategies to teachers for building individual comprehension skills.

Elementary classrooms balance guided reading with leveled interest and whole group interaction. Grades 4-5 consider student interest and ability, as indicated on ITBS and unit assessments to determine ‘good-fit’ books for literature groups. *Six Trait Writing* and *Sitton Spelling* employ wrap-around strategies in grades 5K -6. Writer’s workshops integrate skills, building cross-curricular connections for literacy, speaking and English skill confidence. As an example, 4<sup>th</sup> graders studying the SE Appalachian Mountain region present a Storytelling Festival based on the annual festival in Jonesborough, Tennessee.

Middle School book talks, student-led conferences, and writing immersion experiences, oral presentations, “*ME*” Posters, research papers, and speeches prepare them for high school. They also pair with E.C. students as reading/writing buddies weekly.

Our new *Follett Destiny Program* increased the already extensive book collection available as we purchase e-books for use on mobile reading devices. Students in grades 3K-3 enjoy a read-aloud on each weekly library visit. The *Scholastic Book Fair* netted \$2,000+ for additions to both classroom and Media Center collections. Our Media Specialist makes suggestions for literacy connections such as a 6<sup>th</sup> grade study of folk and fairy tales paired with Christmas legends and Black History figures.

School-wide, *Accelerated Reader (A.R.)* and *STAR Assessments* recognize reading gains and achievement as students’ goals are set, revisited, and reflected upon monthly. Readers earn quarterly awards for progressing through A. R. Point Clubs. ORLS participates in the national Lutheran School *Accelerated Reader* contest where students distinguish themselves annually. The *Read-to-Succeed Program* motivates recreational reading as 5K-6 grade students earn a *Great America* ticket.

## **3. Mathematics:**

Whether age 4 or 14, math students may wonder, “*Why do I have to know this?*” At ORLS, relevant connections between life and mathematics are made as teachers assist students to apply and adapt a variety of appropriate strategies to solve math problems encountered in everyday life. Counting, sorting, patterning, and number identification and values permeate Early Childhood whole group math meetings, small-group instruction and math learning centers. Convicted that students need rudimentary skills and computation rigor in grades 4K – 2, *Saxon Math* materials deliver these elements.

*Saxon Math* incorporates tiered lesson resources, aligns with State of WI and Common Core standards, allows for differentiated instruction, and contains a strong spiral review component for sustainable learning while offering various levels of challenge per grade. (i.e. texts for grade 2/3 and grade 3/4 learners are available at grade 3.) ORLS math scores on ITBS captured our attention when averages for two years exceeded the National Blue Ribbon ‘cut’ scores by a variance of four to ten points. Hence, leveled texts were moved down one grade; now grade 3 *Saxon* paces as 3/4 and 4/5 challenging students for continued motivation. A weekly *Hands-on Algebra* enrichment program for top performers (gr. 3-5) is offered, as well as daily remedial lessons for at-risk students delivered by our Resource teacher, grades 1-6.

Course placement options in grades 7 and 8 are Algebra 8, Pre-Algebra 8, Pre-Algebra 7, Math 7, or Remedial Math based on daily performance, ITBS scores, and year-end assessments. *McDougal-Littell* texts are combined with direct instruction, interactive technology, board work, and group problem solving to enhance students’ computation and understanding. Students are expected to clearly explain mathematical processes to peers and teachers. They are guided to understand ideas that interconnect with one another as well as create and use visual aides to record and communicate ideas to solve problems and interpret data.

At all grades, instructional delivery varies to suit the group and individual. Student engagement is fostered by the use of interactive whiteboards, manipulative resources, individual dry erase boards, computer tutorials such *Academic Skill Builders*, flipcharts, flashcards, games, and scenarios. Remedial 7/8 students also operate their own ‘checking account’ throughout the year. Paired small group work is an integral part of student ownership and the teacher’s key role is as mentor and support as opposed to being the ‘sage on the stage.’

#### **4. Additional Curriculum Area:**

The philosophy of Social Studies at Our Redeemer reads, “*Students will explore the disciplines of history, geography, economics, government, psychology, and sociology. Using these disciplines, students will make connections to the past, the present, and the future and acknowledge their role as global, Christian citizens.*” Natural extensions of *Pearson* (gr. 1-5) and *Glencoe* and *Center for Civic Education* (gr. 6-8) texts are used as a springboard to experiential study of the world, its cultures, regional characteristics, governmental structures, history and human behaviors.

Technology plays a large part in our Social Studies curriculum. Second graders participate in a global internet project called Flattening Classrooms for Early Childhood grades. These students interact to share stories of holiday celebrations through writing, illustrating and creating videos with Kindergartners in China and first graders in Canada and Pennsylvania. They hold Skype sessions to strengthen bonds of friendship with the classrooms in Canada and Pennsylvania during the semester-long project. Their final project, an e-book, was collaborated on by the four classrooms.

Seventh graders geocache using GPS devices in Milwaukee, taking photos to document their ‘cache finds.’ They study Milwaukee’s history following GPS directions to points of interest, historical markers, and tourist sites downtown. Eighth graders create a Civil War Museum. Projects are researched in the computer lab and students interact, in character as a Union or Confederacy soldier, on a teacher-designed Wiki space to debate war issues and present their character’s views. Classes can go on virtual mission trips to Paraguay and Thailand via the Lutheran Hour Ministry website.

Community resource guests and parents provide first-hand information regarding their careers, local government, Junior Achievement topics, and travel logs. Fifth graders celebrate Medieval Day through feasting, games, medieval art projects and a presentation by a knight re-enactor; Field trips are taken to Camp Timberlee, the State Capitol, Miller Park, Wehr Nature Center, etc., enlarging the students' views on politics, economics, local culture, and government agencies.

Geography competition includes Sixth Grade weekly 'Geography King and Queen' contests. ORLS also participates in the National Geography Bee qualifying competition annually. Class instruction also brings history to life through interactive technology, creation of topographical and other different maps, dioramas, plays, a Storytelling Festival, simulations, and by writing poetry and creating symbols, posters, and artifacts.

## **5. Instructional Methods:**

One of Our Redeemer's goals for on-going improvement reads, "Students with a variety of diverse learning styles and abilities succeed." Expanded programming has proven to be an '*impact player*' in challenging EVERY student to thrive and increasing student success on both ends of the achievement spectrum!

1. Lutheran Special School and Educational Services (LSSES) operates a Resource Room increasing the time and personal attention low-achieving students receive. LSSES Teacher Consultants provide classroom observations, behavioral assessments, cognitive ability, and achievement testing. The Resource Room Teacher and Consultant support staff by providing feedback and suggestions concerning struggling students.
2. Instructional technology tools such as Promethean boards, document cameras, computer programs, headphones, and *Activote* systems all foster interactive classroom experiences for ORLS learners.
3. Nurturing lifelong-learners requires innovative instructional delivery and offers a variety of venues to demonstrate their learning. By employing small and large group instruction, cooperative learning, multi-disciplinary units, individual and small group projects, artistic expression, multimedia projects, and technology-based products, teachers offer choices to students to cater to diverse abilities and learning styles.
4. Afternoon Enrichment classes for 4K/5K learners focuses on thematic reinforcement of curriculum concepts introduced in morning sessions.
5. Weekly *Hands-on Algebra* enrichment classes challenge qualifying students in grades 3-6 to think algebraically. Top math students have a unique opportunity to take abstract algebra concepts and put them in a concrete format using a scale and pawns to perform math functions.
6. Addressing different learning modalities, six part-time music teachers offer choir, handbells, and band instruction suited to varying ages and accomplishment levels. These specialists work with classroom teachers providing inclusion of students who exhibit special talent in music and drama, in some cases, in spite of lower academic performance elsewhere. A multiple intelligences approach accentuates music, movement, and art. *First Stage Theater* performers teach lessons to grades 3-5 related to dramatic genre. These drama lessons culminate in field trips to *First Stage* plays downtown. ORLS classroom teachers also incorporate curricular lessons learned from their *First Stage* drama graduate class.
7. Our newly added School Counselor delivers a comprehensive guidance program assisting to eliminate barriers that prevent positive student achievement. By providing proactive guidance lessons, individual and group counseling, and collaboration with teachers, students, and families,



she addresses the targeted academic, behavioral, and emotional needs of students. Program delivery is implemented using research-based interventions.

## **6. Professional Development:**

Creating a culture of professionalism is built by fueling teachers to employ their God-given talents at maximum effectiveness. In addition to in-services, conferences, coursework, educational research study and book groups, at ORLS these practices spur student success and teacher satisfaction.

Teacher Professional Portfolios: Teachers are required to build a professional portfolio consisting of their philosophy of Christian education, resume, samples of a subject unit plan, student work samples, evaluation tools, written parent communications, professional/personal goals, recommendation letters and formal evaluations. Portfolios promote professionalism by providing a self-assessment vehicle, aiding educational philosophy refinement, and documenting professional growth and success.

Vision Statements: Author Bill Hybels states, “Vision is a picture of the future that produces passion in people.” Teachers develop a written vision statement that pictures the preferred future for their students/classroom. Steven Covey, author of The 7 Habits of Highly Effective People, calls visioning a practice in “applied imagination.” Vision statement benefits: a.) Share concepts/tools that promote self-reflection, b.) Challenge teachers to articulate their vision in a word picture, c.) Craft a clearer vision, d.) Encourage teachers to be the vision-keepers and champions of ORLS.

Strengthening Teams: “Team health” is assessed as grade-level teams complete a questionnaire addressing topics of communication, co-planning, shared responsibility and mutual respect. The administrator conferences with them and discusses their effectiveness and plans for enhanced future success.

Garnering Feedback: 2+2 Mentoring: 2+2 Mentoring involves each teacher observing instruction in a colleague’s classroom. They then meet privately to deliver balanced, specific, and non-threatening feedback for the purpose of complimenting two effective behaviors and suggesting two helpful improvements. 2+2 has adopted a protocol which embraces the giving and receiving of feedback as joyful and essential to personal development. Teachers increasingly focus their instruction, staff morale is positively affected and improved staff connectedness builds an enhanced professional learning community.

N.O.S.I.T. Faculty Meetings: Collaboration and reflection in small groups regarding teaching complexities take center stage. Conversations center on student and teacher needs: “*How are things going in the CLASSROOM?*” and “*How are things going for YOU?*”

News is shared via a Google Doc teachers add to in advance of meeting. Opening focuses on a devotional or inspirational thought. Story-telling ensures time for professional discussions and lessons. Innovative professional articles are discussed in small groups. Teaching & learning segment spotlights ‘experts’ on staff who present in-depth information on topics. (Using Wiki spaces for Student Exchanges, Applying the Daily Five, etc.)

## **7. School Leadership:**

Our Redeemer Lutheran School Administrators recognize that leadership embodies service and accept their God-given responsibility to support, encourage, affirm, and act as role models and instructional leaders for their students and teachers. Their individual roles are clearly delineated; yet, they operate as a cohesive team to benefit the students, teachers, parents and congregation.

The Principal serves as a spiritual leader, manager of the school, director of educational programs and protector of the school climate. She fulfills these responsibilities in accord with the school's purpose and in harmony with established policies. Under the Policy-based governance model at ORLS, she reports directly to the Senior Pastor and has regular conversations providing updates to the Mission Ministry Council. A six-member School Ministry Advisory Council meets with her quarterly. She meets regularly with the District Lutheran Education Executive and monthly with two Administrators' groups. Her work nationally with the School Leadership Project of the Lutheran Church-Missouri Synod, position as a Team Captain for the National Lutheran School Accreditation Exemplary School Program and speaking engagements allow her to visit U.S. high-performing schools garnering strategies and ideas worthy of replication to positively impact student achievement at ORLS.

The Assistant Principal teaches part-time and also provides leadership under the direction of the Principal. His specific duties center on oversight of school-related technology programming, serving as Middle School department head and coordinating student placement and career counseling as students prepare for high school admission. He directs the 2 + 2 Peer Mentoring Program and coordinates teaching schedules for the Middle School. He ably serves to support the Principal in her role of administering school-wide Christian discipline. He was named the Outstanding Educator of the Year by the Lutheran Education Association in 2010. He also serves on numerous Administrators' and Teachers' Conference committees and is a presenter at conferences/in-services.

In his book, What Great Principals Do Differently, Todd Whitaker states, "When the Principal sneezes, the school catches a cold!" The Administrators at Our Redeemer Lutheran School work tirelessly to guard the health of ORLS by exhibiting a positive attitude and promoting a nurturing environment of achievement and success for every student and teacher. They are dedicated to protecting the student-friendly environment and fostering the family-oriented programming ORLS is pleased to offer.

## PART VI - PRIVATE SCHOOL ADDENDUM

---

1. Private school association: Lutheran

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2012-2013 tuition rates, by grade? (Do not include room, board, or fees.)

<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
<u>\$4900</u>	<u>\$4900</u>	<u>\$4900</u>	<u>\$4900</u>	<u>\$4900</u>	<u>\$4900</u>
<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>
<u>\$4900</u>	<u>\$4900</u>	<u>\$4900</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
<b>12th</b>	<b>Other</b>				
<u>\$</u>	<u>\$3200</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$5003

5. What is the average financial aid per student? \$2281

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
27%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 78%

# PART VII - ASSESSMENT RESULTS

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001

Publisher: Riverside Publishing Company

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Average Score	78	80	75	72	70
Number of students tested	31	27	34	30	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
All students were tested, however, students enrolled through Lutheran Special Schools with active IEPs are not included in averages reported by ITBS.					

13PV191

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001

Publisher: Riverside Publishing Company

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Average Score	79	86	85	81	82
Number of students tested	31	27	34	30	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
All students were tested, however, students enrolled through Lutheran Special Schools with active IEPs are not included in averages reported by ITBS.					

13PV191

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001

Publisher: Riverside Publishing Company

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Average Score	76	77	76	75	72
Number of students tested	34	30	28	26	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
All students were tested, however, students enrolled through Lutheran Special Schools with active IEPs are not included in averages reported by ITBS.					

13PV191

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001

Publisher: Riverside Publishing Company

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Average Score	78	79	74	74	76
Number of students tested	34	30	28	26	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
All students were tested, however, students enrolled through Lutheran Special Schools with active IEPs are not included in averages reported by ITBS.					

13PV191

# NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001

Publisher: Riverside Publishing Company

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Average Score	78	85	72	79	77
Number of students tested	32	23	28	35	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

13PV191



## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001

Publisher: Riverside Publishing Company

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Average Score	76	75	70	80	74
Number of students tested	32	23	28	35	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
All students were tested, however, students enrolled through Lutheran Special Schools with active IEPs are not included in averages reported by ITBS.					

13PV191